Tyler Brown

MI Ch. 10

**Chapter 10**

The more I read about alternatives to cut and dry standardized testing the better I feel about the emerging reformations in the field of education. If we are to implement MI theory to other aspects of learning and development, then why should we lose focus of appealing to multiple intelligences when it comes time to assess? By offering different types of questions that will appeal to different learning styles on an exam, it offers each student the ability to demonstrate their knowledge at their highest potential. Much like what was discussed in chapter 6 of FIAE, allowing multiple options makes students feel as though they have more control over the outcome of their assessment and releases a certain amount of anxiety that they may feel about taking the test. When students are given the reigns they are more relaxed and comfortable which, in turn, gives educators and more valid depiction of their abilities. The “celebration of learning” contract in the midst of the chapter was a particularly exciting idea. It is a great way to differentiate instruction and assessment that does not make things more complicated or difficult for either the students or the teacher. I will definitely save this chapter in my own portfolio to remind myself of these practices when I go back into the field this semester, begin student teaching, and begin my career post-graduation.